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PROBLEMS OF NEW FACULTY MEMBERS IN COMMUNITY COLLEGES.

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TO IDENTIFY COMMON PROBLEMS, HELPFUL ADMINISTRATIVE PROCEDURES, AND EFFECTIVE ORIENTATION PROCESSES ENCOUNTERED BY NEW TEACHERS, QUESTIONNAIRES WERE SENT TO 5,628 FACULTY MEMBERS IN 429 COMMUNITY COLLEGES. FROM THE 2,783 USABLE RETURNS, NINE MAJOR PROBLEMS WERE IDENTIFIED--(1) LACK OF TIME FOR SCHOLARLY STUDY, (2) ADAPTATION OF INSTRUCTION TO INDIVIDUAL DIFFERENCES, (3) DEALING WITH STUDENTS WHO REQUIRE SPECIAL ATTENTION TO OVERCOME DEFICIENCIES, (4) OBTAINING ADEQUATE SECRETARIAL HELP, (5) UNDERSTANDING INSTITUTIONAL TEACHER LOAD POLICIES, (6) CHALLENGING SUPERIOR STUDENTS, (7) OBTAINING NEEDED INSTRUCTIONAL MATERIALS, (8) GRADING OR MARKING STUDENTS' WORK, AND (9) UNDERSTANDING COLLEGE POLICIES FOR CURRICULAR DEVELOPMENT. THREE FACTORS ESSENTIAL FOR INSTRUCTOR GROWTH WERE IDENTIFIED AS SECURITY IN ONE'S PROFESSIONAL POSITION, CONCERN FOR INSTRUCTORS AS PEOPLE, AND FREEDOM FOR THE INSTRUCTOR TO WORK OUT SOLUTIONS TO HIS OWN PROBLEMS. ORIENTATION PROGRAMS SHOULD (1) BE RELATED TO PROBLEMS IDENTIFIED IN THE SPECIFIC INSTITUTION, (2) INCLUDE BOTH FORMAL AND INFORMAL PROCESSES, AND (3) BE DIRECTED AT HELPING THE NEW FACULTY MEMBER TOWARD A COMPLETE UNDERSTANDING OF HIS ROLE IN THE COLLEGE. (WO)

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PROBLEMS

of New Faculty Members in Community Colleges

Siehr · Jamrich · Hereford

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PREFACE

This study represents a cooperative effort of Michigan State University and the Commission on Instruction, American Association of Junior Colleges. The University designed and conducted the study. The Commission and AAJC staff helped refine the study and assisted in obtaining responses from the new instructors. Funds for conducting the study were provided by the University; publication costs were provided by AAJC.

The authors gratefully acknowledge the resources and facilities provided by Michigan State University and the American Association of Junior Colleges. They particularly wish to express their appreciation to the 429 junior college administrators and 3,220 new instructors who gave generously of their time to make this study possible.

The authors hope this report may provide information which will be helpful in designing orientation and in-service programs which will alleviate some of the more frequent and more difficult problems faced by new staff members in the nations junior colleges.

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PROBLEMS OF NEW FACULTY MEMBERS IN COMMUNITY COLLEGES

A Report of the Study Conducted in Cooperation with the American Association of Junior Colleges.

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INTRODUCTION

The general problem to be investigated was the identification of problems perceived by new faculty members in community colleges, the identification of administrative practices which the new instructors recognized as most helpful in alleviating their problems, and the formulation of suggestions for the improvement of procedures used in orienting beginning instructors in community colleges.

The area of staffing community college faculties has always been a somewhat anomalous problem for community college administrators. Candidates for positions who are highly qualified in their academic fields tend to accept positions in four-year colleges and universities rather than in community colleges. The so-called "upgraded" secondary school instructors often are entirely adequate faculty members in community colleges, frequently forming the nucleus of the teaching staff. The competition for qualified teachers which community college administrators face from institutions of higher education on the one hand and from the secondary schools on the other coupled with the growth of enrollments and the consequent need for more instructors, accentuates the problem of securing faculty members

and makes it imperative that new instructors are successfully oriented to their positions.

In the light of this situation the problem of the study emerged. The problem of securing, orienting, and retaining well qualified instructors, already a crucial problem in many areas, will become more critical in the next decade with the press of rapidly mounting enrollments.

Although personnel orientation practices have been studied in elementary and secondary schools and in small colleges, few studies of orientation practices have been conducted in community colleges. In order to provide basic information for community college staff orientation needs and practices the present study was designed and conducted.

Orientation programs for new instructors can be effective only to the degree that the basis for such programs are the real problems of the new faculty member as he perceives them. The problems which the college administrator regards as important may not be the same problems which the new faculty member regards as critical. The study of the problems of new faculty members and the identification of both problems and solutions was therefore based solely on the responses of the new faculty members themselves.

Purposes of the Study

The primary purposes of this study were: (1) To determine the kind of problems perceived by new faculty members in community colleges, (2) to identify the administrative procedures which new faculty members in community colleges recognize as helpful in resolving their problems, (3) to correlate orientation practices now in use for new instructors in community colleges and the problems of the individuals to be oriented, and (4) to formulate suggestions for improving administrative practices on the basis of the problems identified as important, and on the basis of administrative procedures which new faculty members identified as being helpful in solving their problems.

Seven principal questions were investigated in the study. These are:

1. What were the institutional characteristics of the community colleges submitting data for the study relative to size of the college and type of control, public or private?

2. What were the personal and professional characteristics of new faculty members supplying data for the study?

3. What kinds of problems did new faculty members in community colleges perceive as being more critical than others?

4. Which problems do new community college instructors perceive to be critical?

5. What kinds of administrative procedures for orienting new faculty members are now employed in community colleges?

6. Which orientation procedures were identified as being most helpful by new faculty members in community colleges?

7. Are the orientation practices now in use relevant to the solution of critical problems perceived by new community college instructors?

Design of the Study

Data for the study were obtained from questionnaires mailed to 5,628 first, second, and third year faculty members in 429 community colleges. Three thousand, two hundred and twenty questionnaires were returned, a return of 57 per cent. A total of 2,783 usable returns were coded and the information recorded on IBM cards. The relatively low number of usable returns, 49 per cent of the total, imposed severe limitations upon the results of the study, but the colleges where the respondents taught were representative of all community colleges geographically and by enrollment.

The methodology of the study involved: (1) the identification of nine major problems by a three-criteria definition of a major problem, and (2) the testing of the relative significance of these

critical problems through a two-stage analysis of the data in relation to two institutional factors and seven personal and professional factors of the respondents. The persistence of certain problems of new faculty members was determined by noting the differences in percentages of respondents who indicated that these problems persisted after three years in comparison to those indicating persistence of a problem after one year.

Effectiveness of techniques which administrators use to reduce problems of new teachers was measured by the percentage of faculty members indicating such use compared to a weighted score obtained from the responses measuring the effectiveness of these procedures.

Characteristics of Participating Community Colleges

The 309 public community colleges and the 120 private community colleges participating in the study have the following characteristics:

1. Participating community colleges are located in fifty states and territories of the United States.

2. Two hundred fifty-four of the 309 public community colleges and forty-seven of the 120 private community colleges were located in fifteen states.

3. Sixty-six per cent of the community colleges included in the 1961 Junior College Directory are represented in the study.

4. Seventy-nine per cent of the public community colleges listed in the 1961 Junior College Directory are represented in the study.

5. Forty-four per cent of the private community college listed in the 1961 Junior College Directory are represented in the study.

6. All enrollment categories are represented by the community colleges in approximately the same proportions as the totals indicated in the 1961 Junior College Directory.

A conclusion from the above summary of institutional data is that the 429 community colleges submitting data for the study are an adequate sample of all community colleges listed in the 1961 Junior College Directory, geographically, by public and private institutions, and by enrollment.

A second conclusion is that the public community colleges in the study are more representative than are the private community colleges of their respective groups both numerically and in the per cent of the total of institutions represented. The data presented in Tables 1, 2, and 3 support the above generalizations.

TABLE 1

Classifications of Community Colleges Participating in the Study by Enrollment and Type of Control

Enrollment	Public	Private	Total
1 - 499	86	90	176
500 - 999	94	21	115
1000 - 2999	72	8	80
3000 - 5999	28	1	29
6000 - over 9000	27	0	27
No response	2	0	2
Total	309	120	429

TABLE 2

Classification of Community Colleges Participating
In the Study by States and Type of Control

State	Public Community Colleges	Private Community Colleges	State	Public Community Colleges	Private Community Colleges
Alabama	1	4	Missouri	7	6
Alaska	1	1	Montana	1	0
Arizona	1	0	Nebraska	2	0
Arkansas	1	2	New Hamshire	1	0
California	61	0	New Jersey	1	1
Colorado	8	0	New Mexico	1	0
Connecticut	0	4	New York	26	7
Delaware	0	1	North Carolina	2	8
District of Columbia	0	2	North Dakota	4	0
Florida	23	3	Ohio	0	2
Georgia	8	5	Oklahoma	6	2
Guam	1	0	Oregon	2	1
Hawaii	0	1	Pennsylvania	14	4
Idaho	3	1	Puerto Rico	1	0
Illinois	19	3	Rhode Island	0	1
Indiana	1	0	South Carolina	0	4
Iowa	11	2	South Dakota	0	3
Kansas	10	7	Tennessee	0	3
Kentucky	1	4	Texas	25	8
Maine	1	2	Utah	4	0
Maryland	10	0	Virginia	1	5
Massachusetts	4	15	Washington	9	0
Michigan	15	0	West Virginia	1	1
Minnesota	8	2	Wisconsin	1	0
Mississippi	6	5	Wyoming	4	0
Total number of community colleges in 50 states and territories				309	120

TABLE 3

Highest Ranking States in Participating Community Colleges by Certain States Compared to the Total Number of Community Colleges in Those States

State	Total Number of Community Colleges Participating in the Study	Total Number of Community Colleges Listed in 1961 Junior College Directory	Per Cent of Community Colleges
California	61	69	88.4
New York	33	47	70.2
Texas	33	47	70.2
Florida	26	28	92.9
Illinois	22	31	71.0
Michigan	15	16	93.8
Pennsylvania	18	33	54.5
Iowa	13	22	59.1
Washington	9	11	81.8
Kansas	17	20	85.0
Maryland	10	17	58.8
Georgia	13	18	72.2
Minnesota	10	12	83.3
Colorado	8	8	100.0
Missouri	13	19	68.4
Other	128	349	38.7
Total	429	650	66.0

Personal and Professional Characteristics of New Faculty Member Respondents

The 2,783 new faculty member respondents may be characterized as follows:

1. Their median age was 33 years, three-fourths of them being in the 20-39 age bracket.

2. Three of four were male.

3. Almost three-fourths were married.

4. Doctorates were held by 7 per cent, Master's degrees by 73 per cent, and Bachelor's degrees by 19 per cent. Only 1 per cent held no baccalaureate degree.

5. They earned their highest degrees from institutions in fifty different states and four territories of the the United States, and twenty-six of them earned their degrees in foreign countries.

6. Three of four had no previous college teaching experience.

7. Their initial teaching assignments in the community college were in fields which included the major in their highest degree in 90 per cent of the cases.

8. One out of three planned to stay in community college teaching, while one out of four aspired to a senior college teaching position.

These generalizations are based on the tabulation of data from 2,783 questionnaires. The data presented in Tables 4 to 17 support the generalizations above.

TABLE 4

Sex of New Faculty Members in Community Colleges

Sex	Number of Respondents	Per Cent
Male	2,007	72.1
Female	769	27.6
Not indicated	7	.3
Total	2,783	100.0

TABLE 5

Marital Status of New Faculty Members in Community Colleges

Marital Status	Number of Respondents	Per Cent
Married	2,024	72.7
Single	741	26.7
Not indicated	18	.6
Total	2,783	100.00

TABLE 6

Age of New Faculty Members in Community Colleges

Age Group	Number	Per Cent
20-29	978	35.1
30-39	1,137	40.9
40-49	425	15.2
50-59	187	6.7
60 and over	25	.9
No information	31	1.2
Total	2,783	100.0

TABLE 7

Number of Faculty Members in Certain Age Groups
Classified by Type of Community College

Age Group	Public Community College	Per Cent	Private Community College	Per Cent
20-29	739	32.3	239	48.1
30-39	972	42.5	165	33.2
40-49	379	16.7	46	9.3
50-59	155	6.8	32	6.4
60 and over	16	0.7	9	1.8
Unclassified	25	1.0	6	1.2
Total	2,286	100.0	497	100.0

TABLE 8

Highest Degree Held by New Faculty Members

	Number	Per Cent
Non-degree	32	1.2
Bachelor's degree	514	18.4
Master's degree	2,039	73.2
Doctor's degree	198	7.2
Total	2,783	100.0

TABLE 9

Highest Degrees Held by Faculty Members in
Public vs. Private Community Colleges

Highest Degree	No. in Public Community College	Per Cent	No. in Private Community College	Per Cent
Non-degree	30	1.3	2	0.4
Bachelor's	373	16.3	141	28.4
Master's	1722	75.3	317	63.8
Doctor's	161	7.1	37	7.4
Total	2286	100.0	497	100.0

TABLE 10

Initial Teaching Assignments of New Faculty Members in Community Colleges as Compared to Their Major in Highest Degree

	Number	Per Cent
Subject taught agrees with major (Master's or Doctor's degree)	1,847	66.3
Subject taught agrees with undergraduate major (Bachelor's degree)	630	22.6
Subject taught does not agree with graduate or undergraduate major	254	9.2
No response	52	1.9
Total	2,783	100.0

TABLE 11

Most Recent Teaching Experience of Respondents

Type	Number	Per Cent
High School	849	30.6
Graduate study	569	20.5
Non-teaching employment	378	13.6
Other	375	13.5
Senior college	319	11.4
Community college	195	7.0
Elementary school	61	2.1
No response	37	1.3
Total	2,783	100.0

TABLE 12

Previous Professional Experience of New Community College Faculty Members

	Elementary School		Secondary School		Senior College		Community College	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
No experience	2,479	89	1,409	51	2,130	77	2,252	81
1-3 years	198	7	578	21	425	15	397	14
4-10 years	85	3	612	22	179	6	115	4
10 years or more	21	1	184	6	49	2	19	1
Total	2,783	100	2,783	100	2,783	100	2,783	100

TABLE 13

Previous Professional Experience of New Community College Faculty Members

	Elementary School		Secondary School		Senior College		Community College	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
No experience	2,479	89	1,409	51	2,130	77	2,252	81
Some experience	304	11	1,374	49	653	23	531	19
Total	2,783	100	2,783	100	2,783	100	2,783	100

TABLE 14

Type of Courses Taught by Respondents During the First Year in This College

Type	Number	Per Cent
College parallel courses only	1,657	59.6
Vocational technical (terminal) courses only	255	9.2
Both college parallel and terminal courses	652	23.4
Other	176	6.3
No response	43	1.5
Total	2,783	100.0

TABLE 15

Type of Assignment Respondent Reported During First Year in This College

Type	Number	Per Cent
Day college courses only	1,659	59.6
Evening college courses only	64	2.3
Both day college and evening college courses	1,010	36.3
Other	47	1.7
No response	3	.1
Total	2,783	100.0

TABLE 16

Primary Reasons Why New Faculty Members Came to These Community Colleges

Reason	Number	Per Cent (Based on * 3,158)
Type of assignment desired	1,290	40.8
Location	617	19.5
Opportunity for advancement	517	16.3
Other	279	8.8
Improved salary	210	6.6
Knew college administrator	90	2.8
Religious affiliation	82	2.5
Alma Mater	40	1.2
Size of institution	18	.5
No response	15	.4
Total	3,158*	99.4

*Total does not equal 2,783 because some respondents indicated more than one response.

TABLE 17

Aspirations of New Faculty Members in Community Colleges

Reason	Number	Per Cent (Based on 3114*)
Same or similar position	1,021	33
University teaching	851	28
Research and/or writing	271	9
Junior college administration	264	8
Other reasons	241	8
Be retired	230	7
Junior college personnel work	97	3
Senior college administration	70	2
Senior college student personnel work	39	1
No answer	30	1
Total	3,114	100

*Total does not equal 2,783 because some respondents indicated more than one response.

IDENTIFICATION OF PROBLEMS

The questionnaire contained 72 problems, 11 problems of a personal nature, 9 problems connected with the fundamental purposes of a community college, 17 problems involving the structure, policies and procedures of the college, 28 instructional problems, and 7 problems concerning professional improvement of the individual faculty member.

Respondents were asked to evaluate each problem and to add unlisted problems. The individual respondent was then asked to identify each item as "being a problem," or "never a problem." The persistence of the problem was indicated either as "has been, not now," or as "still persists." The difficulty of the problem was checked by the respondent as "slight," "moderate," or "great."

A frequency score for each problem was obtained by counting the number of respondents who identified each item as "being a problem." A persistence score was obtained by counting the number of respondents who marked the problem "still persists." A difficulty score was obtained for each problem by multiplying the number of "slight" responses by one, the number of "moderate responses" by two, and the number of "great" responses by three, adding these products and dividing the sum by the number of respondents answering the question.

This quotient was multiplied by 100 to obtain a whole number difficulty score for each problem.

All problems were ranked according to frequency scores, according to persistence scores, and according to difficulty scores.

In Table 18 the 72 problems are listed according to frequency scores, which are given in column 3. The persistence score is given in column 4, and the number of respondents who indicated that this item was "never a problem" is listed in column 5. The rank of the problem in the distribution of persistence scores is stated in column 6, and the rank of the problem in the distribution of difficulty scores is given in column 7.

TABLE 18

Ranking by Frequency of the Seventy-two Problems Considered by All New Faculty Member Respondents in Community Colleges

(1) Rank by frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
1	Lack of time for scholarly study	1933	1876	746	1	1
2	Adapting instruction to individual differences	1427	1246	1262	3	5
3	Dealing with students who require special attention to overcome deficiencies	1419	1261	1268	2	4
4	Understanding college policies to be followed in curriculum development and revision	1378	1071	1299	8	6
5	Acquiring adequate secretarial help	1314	1140	1337	5	2
6	Arousing and maintaining student interest	1309	1110	1393	6	13
7	Challenging superior students	1297	1145	1412	4	9
8	Grading or marking students' work	1274	1090	1410	7	10
9	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	1268	1025	1419	10	7
10	Understanding college policies regarding teaching load	1243	1000	1464	12	6
11	Increasing my effectiveness in student counseling techniques	1232	1058	1442	9	19
12	Developing satisfactory tests and examinations	1218	970	1473	13	20
13	Understanding faculty-administrative relationships	1197	904	1492	15	11
14	Understanding procedures regarding probationary status and dropping of students	1186	763	1485	26	16

TABLE 18 (continued)

(1) Rank by frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
15	Understanding faculty committee structure	1155	821	1517	20	21
16	Financial resources insufficient to cope with the expenses of becoming established in the new community	1154	794	1535	21	8
17	Understanding the transfer program of the college	1142	758	1521	28	24
18	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	1135	882	1557	17	12
19	Meeting differences in the educational needs of terminal and pre-professional students	1127	1012	1574	11	17
20	Acquiring adequate office space	1076	896	1586	16	3
21	Coping with the demands of extra curricular responsibilities	1067	937	1615	14	15
22	Familiarizing myself with requirements of related courses in various senior institutions	1053	859	1625	18	27
23	Knowing what is expected of me regarding the total amount of my responsibilities	1049	767	1643	25	26
24	Developing course outlines	1023	664	1647	33	22
25	Understanding the characteristics of Junior College students	1022	584	1653	42	34
26	Adapting to assignments for which I was inadequately prepared	1012	542	1658	47	28

TABLE 18 (continued)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Rank by frequency	Problem	Frequency	Number for whom problem persisted	Never a problem	Persistence rank	Difficulty rank
27	Finding suitable living quarters	994	663	1704	64	18
28	Understanding the role of this college in the community	990	593	1715	40	30
29	Understanding college policies regarding promotion and salary increases	982	791	1720	22	23
30	Understanding grading standards	977	682	1722	30	29
31	Understanding the general education objectives and program of the college	963	672	1734	31	32
32	Selecting methods of instruction appropriate for terminal students	962	829	1714	19	33
33	Understanding the relationship of counseling and guidance to instructional effectiveness and student success	960	759	1726	27	25
34	Understanding the role of this college in the state-wide system of higher education	944	609	1754	39	31
35	Understanding the technical-terminal curriculum of the college	931	620	1731	36	37
36	Using papers and reports to measure student achievement	929	777	1780	24	39
37	Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	924	579	1774	43	35
38	Gearing instruction to the standards required in a particular curriculum	919	693	1767	29	38
39	Determining the value of students' contributions to class discussions	916	782	1777	23	40

TABLE 18 (continued)

(1) Rank by frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
40	Inadequate background in subject matter	896	644	1769	34	42
41	Learning the routine for acquiring new instructional or library materials	866	436	1809	58	44
42	Establishing satisfactory social relationships with faculty families	857	667	1843	32	36
43	Using effective discussion and other group action techniques	814	635	1899	35	45
44	Becoming familiar with the breadth and demands of general education courses	729	613	1882	37	48
45	Understanding the role of this college on the national scene	783	541	1901	49	47
46	Understanding college policies regarding fringe benefits	762	588	1925	41	43
47	Understanding college policies regarding the probationary status of teachers	761	568	1938	44	41
48	Becoming acquainted with other faculty members	712	468	1990	54	50
49	Coordinating instruction in my classes with other classes in my department	710	538	1995	50	54
50	Understanding my responsibilities for keeping and making out official records and reports	709	377	1991	62	55
51	Understanding my responsibilities for counseling students	708	476	2007	52	52
52	Selecting instructional methods most effective with transfer students	706	612	1990	38	57

TABLE 18 (continued)

(1) Rank by frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
54	Coordinating instruction in my classes with instruction in other college departments	658	546	2024	46	56
55	Utilizing the services of the testing specialist and counselor	639	553	2008	45	47
56	Obtaining help in the improvement of my instruction	633	539	2060	48	53
57	Working with college administration	606	465	2131	55	58
58	Understanding the community services (adult education) program of the college	599	384	2089	61	60
59	Finding satisfactory recreation for self and family	594	486	2126	51	49
60	Becoming acquainted with students in my classes	561	386	2151	60	63
61	Inadequate command of teaching techniques	560	429	2126	59	64
62	Understanding my responsibilities for registering students	551	283	2137	68	62
63	Content of courses I teach is too elementary for my preparation and interest	513	438	2191	57	61
64	Working with personnel from other departments	488	350	2247	63	66
65	Lack of incentive for professional upgrading	481	447	2218	56	59
66	Working with department colleagues	451	288	2283	67	65
67	Working with counseling personnel	420	328	2291	65	67
68	Directing laboratory or shop work	377	297	2302	66	68
69	Learning about health services in the community	347	158	2359	71	69

TABLE 18 (continued)

(1) Rank by frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
70	Lack of credits required for certification	293	225	2404	69	70
71	Excessive pressure for professional upgrading	234	211	2481	70	71
72	Being required to teach vocational-terminal courses only slightly related to my major	199	142	2501	72	72

Frequency rank, persistence rank and difficulty rank can be compared in Columns 1, 6, and 7. For example, the problem which ranked second in frequency score "Adapting Instruction to Individual Differences" ranked third according to persistence score, and fifth according to difficulty score. The frequency score of this item was 1,427 which indicates that 1,427 respondents marked it as a problem. The persistence score of 1,246 means that 1,246 respondents marked the problem as persisting. Column 5, headed "Never a Problem," indicates that 1,262 new community college instructors indicated that the item was "Never a problem".

By comparing Column 3 with Column 5 of Table 18 the relative numbers who identified the item as a problem or as "Never a problem,"

can be checked. In only the first four problems is the frequency score greater than the number of respondents who marked the item "Never a problem." Another way of noting this fact is to comment that in only the first four items did more than 50 per cent of the respondents identify the item as a problem to them.

In the McCall[1] study no problems were reported as indicating some difficulty by more than 50 per cent of the respondents. In the Green study[2] only four problems were listed above 50 per cent in frequency of mention. The fact is noted here in order to point out that the per cent of instructors identifying items as problems is comparable to the per cent of respondents indicating items as problems in the McCall study and the Green study.

A major problem was defined as one which ranked more than one standard deviation above the means of the distributions of frequency scores, of difficulty scores, and of persistence scores.

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[1]McCall, Harlan R., "Problems of New Faculty Members in North Central Association Colleges and Universities of less than 3,000 enrollment," Unpublished Ed.D dissertation, Michigan State University, 1961, p 50.

[2]Green, Charles B., "Problems of the Beginning Junior College Instructor," Unpublished Ed.D dissertation, University of California, Los Angeles, 1960, p 221.

According to this definition nine major problems of the study were identified and discussed. None of the major problems identified was unique from the point of view of the community college as a distinctly different kind of educational institution.

In answer to the question, "What kinds of problems do new faculty members in community colleges perceive as more critical than other problems,?" it was observed that five of the nine major problems were instructional problems, three were administrative problems in connection with the structure, policies, and procedures of the individual college, and one was a problem of professional improvement.

The question,"Which problems are perceived as more critical than other problems by new faculty members in community colleges?" can be answered by listing the nine major problems which were identified, namely:

1. Lack of time for scholarly study.
2. Adapting instruction to individual differences.
3. Dealing with students who require special attention to overcome deficiencies.
4. Acquiring adequate secretarial help.
5. Understanding college policies regarding teaching load.
6. Challenging superior students.
7. Obtaining needed instructional materials.
8. Grading or marking students' work.
9. Understanding college policies to be followed in curriculum development and revision.

A more detailed summary of the data appears in Tables 20 - 23 following Table 19.

The question, "Do first year faculty members in community colleges perceive their problems as more persistent than do teachers who have served three years in these in these institutions?" was answered affirmatively. Problems in general become less persistent as the new community college teacher gains experience.

In the categories of instructional problems and problems involving structure, policies, and procedures of the individual college, however, the small differences in the per cent of instructors who marked these problems as persisting seemed to indicate that the third year teachers did not feel that they had come any closer to the solution of these problems than did the first year teachers.

A summary of the data appears in Table 19.

TABLE 19

Per Cent of First and Third Year Respondents Who Indicated Persistence of Problems Compared to the Per Cent of All Respondents Who Indicated That These Problems Persisted

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Finding suitable living quarters	173	37	50	23	633	33
Financial resources insufficient to cope with the expenses of becoming established in the new community	361	73	176	63	794	69
Establishing satisfactory relationships in the community	231	73	99	63	468	68

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Learning about health services in the community	92	51	32	47	158	46
Finding satisfactory recreation for self and family	236	82	96	78	486	82
Becoming acquainted with other faculty members	215	68	97	56	468	66
Establishing satisfactory social relationships with faculty families	311	80	148	74	667	78
Working with department colleague	123	69	77	58	288	64
Working with personnel from other departments	128	69	89	72	350	72
Working with college administration	170	81	141	77	465	77
Working with counseling personnel	108	76	106	82	328	78
Total of Personal Problems	2,148	68	1,111	62	5,105	70
Understanding the role of this college in the community	266	63	139	55	593	60
Understanding the role of this college in the state wide system of higher education	265	67	153	60	609	65
Understanding the role of this college on the national scene	230	71	129	62	541	69
Understanding the transfer program of the college	347	69	174	61	758	66

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the technical-terminal curricula of the college	282	72	146	60	620	67
Understanding the community services (adult education) program of the college	175	70	94	58	384	64
Understanding the general education objectives and program of the college	295	73	165	63	672	70
Understanding the responsibility of the junior college in providing opportunity for students to repair basic deficiencies (remedial instruction)	374	80	226	76	882	78
Understanding the relationship of counseling and guidance to instructional effectiveness and student success	294	77	206	81	759	79
Total of Institutional Problems	2,528	72	1,432	64	5,818	69
Understanding faculty-administrative relationships	366	76	250	74	904	76
Understanding faculty committee structure	381	75	194	67	821	71

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding college policies to be followed in curriculum development and revision	508	83	259	73	1,071	78
Understanding college policies regarding the probationary status of teachers	267	76	140	70	568	75
Understanding college policies regarding promotion and salary increases	346	82	185	78	791	81
Understanding college policies regarding fringe benefits	261	77	144	80	588	77
Understanding college policies regarding teaching load	396	80	277	80	1,000	80
Understanding my responsibilities for registering students	150	56	51	46	283	51
Understanding my responsibilities for counseling students	231	70	93	62	476	67
Understanding my responsibilities for keeping and making out official records and reports	211	57	67	51	377	53
Understanding procedures regarding probationary status and dropping of students	319	61	185	65	763	64
Understanding grading standards	319	70	163	70	682	70
Knowing what is expected of me regarding the total amount of my responsibilities	357	74	171	71	767	73

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem.	261	64	130	59	579	63
Learning the routine for acquiring new instructional or library materials	227	55	86	43	436	50
Acquiring adequate office space	389	88	252	77	896	83
Acquiring adequate secretarial help	457	86	331	86	1,140	87
Total of problems involving structure, policies and procedures	5,446	73	2,968	70	12,142	72
Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies	449	81	262	81	1,025	81
Developing course outlines	342	70	143	62	664	65
Adapting to assignments for which I was inadequately prepared	280	63	103	42	542	54
Using effective discussion and other group action techniques	321	82	133	76	635	78
Becoming acquainted with students in my classes	177	65	94	78	386	69

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the characteristics of Junior College students	296	62	123	54	586	57
Arousing and maintaining student interest	503	86	270	86	1,110	85
Adapting instruction to individual differences	565	89	306	85	1,246	87
Challenging superior students	514	91	285	87	1,145	88
Gearing instruction to the standards required in a particular curriculum	339	80	152	70	693	75
Developing satisfactory tests and examinations	444	81	239	78	970	80
Using papers and reports to measure student achievement	333	84	213	86	777	84
Determining the value of students' contributions to class discussions	337	86	184	84	782	85
Coordinating instruction in my classes with other classes in my department	253	79	125	73	538	76
Coordinating instruction in my classes with instruction in other college departments	231	86	144	80	546	83
Increasing my effectiveness in student counseling techniques	454	88	267	85	1,058	86

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Utilizing the services of the testing specialist and counselor	209	90	170	87	553	87
Dealing with students who require special attention to overcome deficiencies	525	89	342	91	1,261	89
Becoming familiar with the breadth and demands of general education courses	286	80	139	72	613	77
Being required to teach vocational-terminal courses only slightly related to my major	84	88	30	54	142	71
Familiarizing myself with requirements of related courses in various senior institutions	431	91	215	81	859	82
Coping with the demands of extra curricular responsibilities	364	89	270	87	937	88
Grading or marking students' work	476	86	286	88	1,090	86
Meeting differences in the educational needs of terminal and pre-professional students	427	90	258	88	1,012	90
Selecting methods of instruction appropriate for terminal students	346	88	231	86	829	86
Selecting instructional methods most effective with transfer students	260	90	166	85	612	87

TABLE 19 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Directing laboratory or work shop	111	79	83	78	297	79
Obtaining help in the improvement of my instruction	223	86	140	88	539	85
Total of Instructional Problems	9,580	81	5,373	80	21,447	81
Inadequate background in subject matter	294	78	139	64	644	72
Content of courses I teach is too elementary for my preparation and interest	203	88	120	82	438	85
Lack of credits required for certification	103	85	48	65	225	77
Inadequate command of teaching techniques	204	80	102	75	429	77
Excessive pressure for professional upgrading	73	87	68	94	211	90
Lack of incentive for professional upgrading	155	92	148	93	447	93
Lack of time for scholarly study	783	97	524	98	1,876	97
Total of professional improvement problems	1,815	89	1,149	85	4,270	87

TABLE 20

Problems Ranking More Than One Standard Deviation Above the Mean in Frequency

	Problem	Frequency
1.	Lack of time for scholarly study	1,933
2.	Adapting instruction to individual differences	1,427
3.	Dealing with students who require special attention to overcome deficiencies	1,419
4.	Understanding college policies to be followed in curriculum development and revision	1,378
5.	Acquiring adequate secretarial help	1,314
6.	Arousing and maintaining student interest	1,309
7.	Challenging superior students	1,297
8.	Grading or marking students' work	1,274
9.	Obtaining needed instructional materials	1,268
10.	Understanding college policies regarding teaching load	1,243
11.	Increasing my effectiveness in student counseling techniques	1,232
12.	Developing satisfactory tests and examinations	1,218
13.	Understanding faculty administrative relationships	1,197

TABLE 21

Problems Ranking More Than One Standard Deviation Above the Mean in Average Difficulty Score

Problem	Average difficulty score	Rank according to difficulty score	Rank according to frequency
Lack of time for scholarly study	161	1	1
Acquiring adequate secretarial help	103	2	5
Acquiring adequate office space	91	3	20
Dealing with students requiring special attention to overcome difficulties	89	4	3
Adapting instruction to individual differences	88	5	2
Understanding college policies to be followed in curriculum development and revision	87	6	4
Understanding college policies regarding teaching load	86	6	10
Obtaining needed instructional materials	84	7	9
Financial resources insufficient to cope with the expenses of becoming established in new community	84	8	16
Challenging superior students	80	9	7
Grading or marking students' work	80	10	8

TABLE 22

Problems Ranking More Than One Standard Deviation Above the Mean in Persistence Scores

Persistence rank	Problem	Number indicating that the problem persisted	Frequency rank	Difficulty rank
1	Lack of time for scholarly study	1,876	1	1
2	Dealing with students who require special attention to overcome deficiencies	1,261	3	4
3	Adapting instruction to individual differences	1,242	2	5
4	Challenging superior students	1,145	7	9
5	Acquiring adequate secretarial help	1,140	5	2
6	Arousing and maintaining student interest	1,110	6	13
7	Grading or marking students' work	1,090	8	10
8	Understanding college policies to be followed in curriculum development and revision	1,071	4	14
9	Increasing my effectiveness in student counseling techniques	1,058	11	19
10	Obtaining needed instructional materials	1,025	9	7
11	Meeting differences in the educational needs of terminal and pre-professional students	1,012	19	17
12	Understanding college policies regarding teaching load	1,000	10	6

TABLE 23

Problems Ranking Above the First Standard Deviation From the Mean in Frequency, Difficulty, and Persistence Distributions

Problem	Frequency	Difficulty	Persistence
1. Lack of time for scholarly study	High	High	High
2. Adapting instruction to individual differences	High	High	High
3. Dealing with students who require special attention to overcome deficiencies	High	High	High
4. Acquiring adequate secretarial help	High	High	High
5. Understanding college policies regarding teaching load	High	High	High
6. Challenging superior students	High	High	High
7. Obtaining needed instructional materials	High	High	High
8. Grading or marking students' work	High	High	High
9. Understanding college policies to be followed in curriculum development and revision	High	High	High

ANALYSES OF MAJOR PROBLEMS

Each of the nine major problems identified was tested for differences in identification by nine control factors; (1) type of community college, (2) size of community college, (3) type of courses taught, and by (4) sex, (5) marital status, (6) age, (7) type of degrees earned, (8) first year employed, and (9) teaching experience of the respondents. Two types of analyses were attempted. The first was based upon a delineation of difficulty scores for each problem according to the nine control factors. Differences between each pair of responses were noted at the .01 level or at the .05 level of significance. The results are summarized in Table 24.

TABLE 24

Summary of the Results of Significance Tests of the Nine Major Problem According to the Nine Control Factors

	E73	E22	E32	C61	C51	E23	E15	E37	C47
Public vs. Private Community College	n.s.	P<Pr .05	P<Pr .01	B>Pr .01	P<Pr .01	P<Pr .05	P<Pr .05	P<Pr .01	P<Pr .01
Small vs. Large Community College	N.S.	S>L .01	S>L .01	n.s.	S>L .05	S>L .01	S>L .01	n.s.	S>L .01
Male vs. Female	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	M<F .01	M<F .01
Single vs. Married	S<M .01	n.s.	S>M .01	n.s.	n.s.	n.s.	n.s.	S>M .05	n.s.
"Young" vs. "Old"	Y<O .01	n.s.	n.s.	Y>O .01	Y>O .05	n.s.	n.s.	n.s.	Y>O .01
Bachelor's vs. Master's or Doctor's	B<M or D .01	n.s.	n.s.	B<M or D .01	B>M or D .05	n.s.	B>M or D .01	n.s.	B<M or D .05
First Yrs. vs. 2nd and 3rd Yrs.	F>S or T .01	n.s.	n.s.	F<S or T .01	F>S or T .05	n.s.	n.s.	n.s.	n.s.

TABLE 24 (continued)

	E73	E22	E32	C61	C51	E23	E15	E37	C47
Some College Teaching Exp. vs. No College Teaching Exp.	S>N .01	S<N .01	n.s.	n.s.	n.s.	S<N .05	n.s.	n.s.	S<N .01
College Parallel courses only vs. "Other"	C>O .01	C<O .01	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

E73 Lack of time for scholarly study
E22 Adapting instruction to individual differences
E32 Dealing with students who require special attention to overcome deficiencies
C61 Acquiring adequate secretarial help
C51 Understanding college policies regarding teaching load
E23 Challenging superior students
E15 Obtaining needed instructional materials
E37 Grading or marking students' work
C47 Understanding college policies to be followed in curriculum development and revision

n.s. means no significance
.01 means significant at the .01 level
.05 means significant at the .05 level

SUMMARY OF ANALYSIS I

There are significant differences in thirty-seven of eighty-one cases tested. The major problems were all rated as "high" in difficulty; that is, they ranked higher than one standard deviation above the mean of the difficulty scores. The expected result of relatively few differences when all problems are taken from the high end of the scale was not the actual result. The fact that there are so many combinations of factors and major problems showing significant differences indicates that these are not chance variations, but that the variations are due to differences in perception of the problems of the respondents and in the nature of the problems.

Is there any consistency in the patterns of significant differences? There is a great deal of consistency in the identification of differences between public vs. private and large vs. small community college respondents as previously noted.

"Young" vs. "old and Bachelor's vs. Master's or Doctor's breakdowns identified the same problems in three out of four cases, the direction of difference was the same, and the level of significance identical. The first year vs. second and third year divisions identified precisely the same problems as did the "young" vs. "old" in three out of four cases. The direction of the differences was reversed, however, in one of the three cases.

Some college teaching experience vs. no college teaching experience tended to identify the same problems as "college parallel courses only"

vs. "other" courses in two out of four cases.

Institutional and educational variables seemed to have a greater effect on the consistency of problem identification than did personal factors, such as marital status and sex.

The one outstanding pattern is the consistency of problem identification between public vs. private and small vs. large categories. Private community college teachers tend to identify seven of eight major problems as more difficult than public community college teachers. In five of the same eight problems teachers in small community colleges rated these problems as more difficult than teachers in large community colleges. Why do these patterns of variation of responses appear? It may be that new instructors in private community colleges are more perceptive of major problems than beginning teachers in public community colleges, or that administrative practices in public community colleges tend to alleviate the major problems to a greater extent in public community colleges than the administrative practices in private community colleges. Further research would be required to determine the specific underlying reasons.

ANALYSIS II

The second analysis attempted to identify differences in the ratings of all problems rated "high" in the categories frequency, difficulty, and persistence in relation to the dichotomies under each of the nine control factors. The results are summarized in Table 25.

TABLE 25

Differences in the Identification of Problems in the Second Part of the Analysis

Rank by frequency, Difficulty & Persistence	Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some experience vs. No College experience	"College Parallel" vs. "Other Courses"
1	Lack of time for scholarly study									
2	Adapting instruction to individual differences									
3	Dealing with students who require special attention to overcome deficiencies									
4	Acquiring adequate secretarial help	X								
5	Understanding college policies regarding teaching load	X	X	X	X	X		X	X	
6	Challenging superior students					X		X	X	X
7	Obtaining needed instruction materials (texts, library materials, visual aids, laboratory supplies)						X			
8	Grading or marking students' work		X	X		X			X	
9	Understanding college policies to be followed in curriculum development and revision						X			X
10	Arousing and maintaining student interest		X			X		X	X	

TABLE 24 (continued)

Rank by frequency, Difficulty & Persistence	Problem	Public vs. Private Community College		Small vs. Large College		Male vs. Female		Single vs. Married		"Young" vs. "Old"		Bachelor's vs. Master's or Doctor's		First Year vs. Second or Third Year		Some experience vs. No College experience		"College Parallel" vs. "Other Courses"	
11	Increasing my effectiveness in student counseling techniques		X		X		X		X										
12	Developing satisfactory tests and examinations	X	X*	X*		X*	X	X*	X*	X*									
13	Meeting differences in the educational needs of terminal and pre-professional students	X		X	X*	X*	X*	X*	X										
14	Acquiring adequate office space							X	X										
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	X	X	X	X*		X*		X	X									
16	Understanding faculty-administrative relationships	X*	X*	X	X	X	X*	X	X	X									
17	Understanding procedures regarding probationary status and dropping of students		X	X*	X	X*	X*	X*			X*								
18	Understanding faculty committee structure		X*		X	X	X				X*								
19	Understanding the transfer program of the college																		

TABLE 25 (continued)

Rank by frequency, Difficulty & Persistence	Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some Experience vs. No College Experience	"College Parallel" vs. "Other Courses"
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	X*	X							
21	Coping with the demands of extra curricular responsibilities	X*	X	X*		X			X	

An X, an X* or an X^0 in the space indicates a difference in identification; a blank square indicates no difference in identification.

An X indicates that the identification of the problem by the first of the dichotomous groups was higher according to one or more of the criteria of frequency difficulty or persistence than it was by the second group.

An X* indicates that the identification of the problem by the first of the dichotomous groups was lower according to one or more of the criteria of frequency difficulty or persistence than it was by the second group.

An X^0 indicates a difference in identification according to two of the criteria of frequency, difficulty or persistence which balanced each other in the two groups.

Summary of the Differences in Analysis II

The problem, Understanding college policies regarding teaching load, showed differences in identification according to seven of the nine control factors. A relationship between the problem and these seven control factors evidently exists. Two of the control factors, "Bachelor's vs. Master's or Doctor's degrees" and "College parallel vs. other courses taught," were not related to the problem.

Challenging superior students showed differences in identification by "Young vs. Old," "First year vs. second and third year," "Some college teaching vs. No college teaching experience," and "College parallel vs. Other courses taught." A relationship between this problem and the four control items exists.

Obtaining needed instructional materials and the control item, "Bachelor's degree only vs. Master's or Doctor's degree," showed a relationship. There is no difference in identification of the problem with the remaining control factors.

Grading or marking students' work showed a relationship to four of the nine control factors.

Understanding college policies to be followed in curriculum development was identified differently by "holders of Bachelor's degrees only" and by "holders of a Master's or Doctor's degree" and also by "College parallel courses only" vs. "Other courses taught."

Arousing and maintaining student interest showed differences in identification by size of college, by age, by year hired, and by experience..

Increasing my effectiveness in student counseling techniques was influenced by or influenced the factors of size of the college, marital status, degrees held, and experience.

Developing satisfactory tests and examinations showed a relationship to all of the control items except sex.

Meeting differences in the educational needs of terminal and pre-professional students was related to all of the factors except size of the college and type of courses taught.

Acquiring adequate office space showed a relationship to the degree held, year employed, and experience.

The financial resources problem was identified differently in all categories except age and year employed.

Understanding faculty-administrative relationships showed differences in identification by all of the control factors.

Understanding procedures regarding the probationary status and dropping of students showed a relation to all of the control factors except type of college and experience.

Understanding faculty committee structure showed a relationship to size of the college, marital status, age, degrees held, and type of courses taught.

Understanding the transfer program of the college shows no relationship to any of the factors.

The "Remedial Instruction" problem is related to the type of college, the size of the college, and experience of the instructor.

Coping with the demands of extra curricular responsibilities shows differences in identification of type of college, by the size of the college, by sex, and by degrees held.

The first three problems in Table 25 show differences in the means of the difficulty scores by certain control factors, but no differences in identification by ranking according to frequency, difficulty, and persistence. This is probably the case because these problems are at the extreme high end of the scale.

Acquiring adequate secretarial help shows both a relation to type of college and a significant difference in the means of the difficulty scores at the .01 level.

Understanding college policies regarding teaching load is both related to and shows significant differences in the means of the difficulty scores by type of college at the .01 level, by the size of the college at the .05 level, by age at the .05 level, and by year employed at the .05 level.

Challenging superior students exhibits a relationship to experience and there is a significant difference in the means of the difficulty scores at the .05 level.

Obtaining needed instructional materials was related to degree held and the difference in the difficulty scores for the problem was significant at the .01 level.

Grading or marking students' work showed a relationship to the sex of the instructor and the differences in the means of the difficulty scores was significant at the .01 level.

Understanding college policies to be followed in curriculum development and revision was identified differently by degree held and there was a significant difference in the means of the difficulty scores at the .05 level.

TABLE 26

Differences in the Identification of Major Problems Between Analysis I and Analysis II

Rank	Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some Experience vs. No College Experience	"College Parallel" vs. "Other Courses"
1.	Lack of time for scholarly study				O	O	O	O	O	O
2.	Adapting instruction to individual differences	O	O						O	O
3.	Dealing with students who require special attention to overcome deficiencies	O	O		O					
4.	Acquiring adequate secretarial help	Y				O	O	O		
5.	Understanding college policies regarding teaching load	Y	Y	X	X	Y	O	Y	X	
6.	Challenging superior students	O	O			X		X	Y	X
7.	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	O	O				Y			
8.	Grading or marking students' work	O	X	Y	O	X			X	
9.	Understanding college policies to be followed in curriculum development and revision	O	O	O		O	Y		O	X

An O in the square indicates a significant difference in the means of the difficulty scores in Analysis I.
An X in the square indicates a difference in Analysis II.
A Y indicates differences in both Analysis I and Analysis II.
A blank square indicates "no difference" in either Analysis I or Analysis II.

IDENTIFICATION OF ADMINISTRATIVE PROCEDURES

From 61 per cent to 97 per cent of the new community college instructors approved the use of the nineteen administrative procedures mentioned in the questionnaire. The per cent of respondents favoring the use of the procedures is, in general, higher than the per cent of times the procedure was actually used, indicating that the orientation procedures listed are, in general, helpful in solving certain problems.

According to the respondents' ranking greater use should be made of the following procedures:

1. Materials, such as schedule, course outlines, texts, and a faculty handbook should be supplied upon appointment.
2. An orientation conference with the department head should be arranged upon appointment.
3. A lighter teaching load should be set up for new faculty members.
4. Regular departmental meetings should be held.
5. A faculty sponsor should be provided for each new faculty member.

The most helpful procedures according to the highest scores in average degree of helpfulness were:

1. Further materials, such as schedule, course outlines, texts, and faculty handbook furnished upon appointment.
2. Administrators make themselves readily available for individual conferences with new faculty members.
3. Orientation conference with department head arranged upon appointment.
4. Lighter teaching load set up for new faculty members.
5. New faculty member expected to report to the college several days before opening.

6. New teacher introduced to the faculty soon after arrival.

7. Personal letter of welcome sent after acceptance of appointment.

8. Descriptive material (catalog, pamphlets) supplied before appointment.

TABLE 27

Ranking of Administrative Procedures by Combined Average Degree of Helpfulness Rating Compared to The Use of These Procedures

(1) Rank by Combined Rating	(2) Administrative Procedures Used by Colleges	(3) Combined Rating	(4) Per Cent Used	(5) Rank	(6) Per Cent of Respondents Favoring Use
1	Further materials such as schedule, course outlines, texts, and faculty handbook furnished, upon appointment	473	74	8	97
2	Administrators make themselves readily available for individual conferences with new faculty members	405	87	2	96
3	Orientation conference with department head arranged upon appointment	401	62	11	89
4	Lighter teaching load set up for new faculty members	394	23	19	80
5	Descriptive material (catalog, pamphlets) supplied before appointment	383	78	6	96
6	New teacher introduced to the faculty soon after arrival	375	92	1	95
7	Regular departmental meetings scheduled	345	58	12	82
8	Visit to campus expected before appointment	323	83	4	93
9	Faculty sponsor provided for each new faculty member	310	26	18	73
10	Personal letter of welcome sent after acceptance of appointment	307	78	6	87
11	Regular faculty meetings scheduled	304	84	3	90
12	Staff reception for new faculty arranged early in the school year	300	63	10	84

TABLE 27 (continued)

(1) Rank by Combined Rating	(2) Administrative Procedures Used by Colleges	(3) Combined Rating	(4) Per Cent Used	(5) Rank	(6) Per Cent of Respondents Favoring Use
13	Aid in finding housing made available	289	49	15	66
14	New appointments are formally announced to faculty and community	287	79	5	86
15	New faculty member expected to report to the college several days before opening	286	72	9	82
16	Faculty study groups organized	269	29	17	71
17	Orientation conferences for entire group of new teachers with the chief administrators arranged periodically during first year	262	54	13	73
18	Administrator visits classes and helps evaluation instruction	251	41	16	69
19	Immediate assignment to a faculty committee	202	54	14	61

Survey of Write-In Responses

Some respondents recommended different administrative procedures to aid in orientation of new teachers and expressed other opinions. A sampling of these are summarized under three headings:

I. Most helpful experience in the orientation program.

II. Least helpful experience in the orientation program.

III. Other comments.

The following quotations are taken directly from the questionnaire in an attempt to answer the question, "What direct suggestions for the improvement of orientation practices in community colleges are made by the new faculty members themselves?"

I. Most helpful experiences in the orientation program:

1. "Registration procedures were very clearly outlined and easy to carry out."

2. "Friendly, helpful attitudes of departmental colleagues."

3. "Sincere friendly attitude and availability of administrators."

4. "Thorough orientation as to what the junior college is, what kinds of students it handles, and its role in the community."

5. "Complete explanation of counseling services."

6. "Complimentary texts made immediately available."

7. "Freedom to teach what the instructor feels should be taught was emphasized from the beginning."

8. "Informal discussion and exchange of ideas and materials with more experienced departmental colleagues."

9. "Visual aids made available."

10. "Administrative policy bulletin distributed annually to faculty and staff."

11. "Encouragement in developing new ideas."

II. Least helpful experiences in the orientation program:

1. "Vague descriptions of administrative responsibilities."

2. "Long speeches--90% wasted time."

3. "Being given half-truths about the college."

4. "Two weeks is too long an orientation program--two days would be ample."

5. "Over orientation. Too many details in a short period of time."

6. "Faculty sponsor too busy to be of any help."

7. "Lack of clear definition in the matter of administrative policy on the probationary status and dropping of students and in attendance policies."

III. Other comments:

1. "I consider none of the above (procedures) important of a specific mechanic. These matters of organization can and do often become mere rituals. What we need to know about a college is this, 'Does it get things done?' "If so, does it get things done with reasonable efficiency?' If the answer is 'yes' to these questions, then it is more worthwhile that we know how. A great college probably starts with great leadership in administration and in the classroom, followed by a little organization."

2. "Frankly, I do not think orientation of new instructors needs to be stressed. A new instructor should be left alone because of the pressure of formulating many lectures."

3. "Much of this stuff (the list of administrative procedures) smacks of pressure that detracts from concentration on basic and primary functions even though it may not be meant that way. Evaluation and administrative counsel is well executed if formalized by the administrator for his own purpose, but creates artificial goals and pressures if emphasized too heavily to personnel, especially new people who are sensitive to being on the spot."

4. "To me the problem of this college is not orientation but a review of administrative procedures and educational goals."

5. "Only about one junior college teacher in ten has the dimmest notion of anything in Section IB (Institutional Problems). The lazy teachers are avoiding the rigors of the secondary school, and the ambitious ones are ashamed and embittered because they have not yet gone on to a senior college."

6. "Most of the orientation procedures are a well meaning waste of effort. You learn by doing and being a part of the school and all the formal procedures are rather useless."

7. "Most important is a feeling of acceptance on the part of the administration, i.e., a sense of being wanted and sincerely given the chance to prove one's self a capable teacher. Since I had this and since I really like teaching, everything else was incidental."

8. "Faculty lounges and informal meeting areas should have been provided for teachers."

9. "Should have been informed about expected committee work, requirements of advanced degree status, evaluation techniques, and vacation status of teachers. This was not done."

10. "More consideration should have been given to previous professional experience in determining the starting salary."

Clearly indicated in the survey of write-in responses is the concern on the part of the new community college instructors that orientation practices might become mere ritual, thus losing much of their value.

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR ADMINISTRATIVE PRACTICES

The findings of the study are summarized, certain conclusions are drawn and reviewed in terms of implications for improving administrative practices in orienting beginning instructors, and suggestions for further study are stated in this summary. In particular, the questions outlined in the Introduction which are central to the design of the study, are answered.

Summary

The Problem

The general problem to be investigated was the identification of problems perceived by new faculty members in community colleges, the identification of administrative practices which the new instructors recognized as most helpful in alleviating their problems, and the formulation of suggestions for the improvement of procedures used in orienting beginning instructors in community colleges.

Design of the Study

The design of the study was, therefore, centered about four questions:

1. What are the characteristics of community colleges participating in the study, and what are the professional and personal characteristics of the new faculty members?

2. Which problems do new instructors in community colleges perceive as more critical than other problems?

3. What kinds of administrative procedures for orienting new faculty members are now being used in community colleges?

4. Are the administrative procedures now in use relevant to the solution of problems which new instructors identify as critical?

Method of Collecting Data

An open-ended questionnaire was the instrument used to collect the data for the study. The questionnaire contained seventy-two problems from the literature which beginning community college instructors would be most likely to identify as problems. The instructors were asked to

check each problem by its frequency, difficulty, degree of persistence. A second section of the questionnaire asked the new instructors to identify which of the nineteen listed orientation procedures were used in the community colleges where they served, and to evaluate the effectiveness of the procedures.

Questionnaires were mailed to 5,628 new faculty members in 429 public and private community colleges in fifty states and territories of the United States. A total response of 57 per cent was obtained from two mailings, of which 49 per cent were usable.

Basic Questions, Methodology, and Findings

Basic Question 1.--What kinds of problems did new faculty members in community colleges perceive as being more critical than others?

Method.--A frequency score for each problem was obtained by counting the number of respondents who indicated the item as being a problem. A difficulty score for each problem was derived by a weighted scale technique. A persistence score was obtained by counting the number of respondents who indicated that the problem persisted. A distribution of all problems by frequency score, by difficulty score, and by persistence score was made, and the means and standard deviations of each of the three distributions was found. Problems which were more than one standard deviation above the mean in each of the three distributions were defined as major problems.

Findings.--Five instructional problems, three administrative problems related to the structure, policies, and procedures of the individual college, and one problem of professional improvement were among the nine

major problems identified according to the definition. These findings identify the major types of problems perceived by new community college instructors.

Basic Question 2.--"Do first year faculty members in community colleges perceive their problems as being more persistent than do teachers who have served three years in these institutions?"

Method.--Percentages of first year respondents and of third year respondents indicating the persistence of problems for each of the five types of problems was determined.

Findings.--For each type of problem the percentage of third year respondents indicating the persistence of problem is less than the percentage of first year respondents who indicated the persistence of the problems.

The findings warrant an affirmative answer to Basic Question 2. Faculty members who have served one year in community colleges do perceive their problems as more persistent than do teachers who have served three years in these institutions.

Basic Question 3.--Are there significant differences in the degree of difficulty of certain problems perceived by new faculty members in relation to personal factors of sex, age, marital status, level of preparation, previous professional experience, and year employed?

Method 1.--The means of the difficulty scores for each of the major problems separated according to the dichotomy in each control factor were compared. A "t" test was applied and differences were noted at the .05 and the .01 levels.

Findings.--Each of the control factors had some bearing on the degree of difficulty in two or more of the major problems. Differences appeared in twenty of the fifty-four combinations of problems and factors.

Method 2.--All problems ranked "high", that is, above the first standard deviation of the means of the frequency scores, of the difficulty scores, and of the persistence scores, were examined for differences in ranking when distributed according to the dichotomy in each control item. Differences in identification were noted, and since there were no differences in the identification of problems, by the total group of instructors all being marked "high" or a combination of "high" and "medium," the difference in identification indicated a relationship between the problem and that particular control item.

Findings.--Of 126 possible combinations of twenty-one problems and six control factors, fifty-four showed a relation between the control items and the problems.

On the basis of the findings, Basic Question 3 was answered in the affirmative. There are significant differences in the degree of difficulty of certain problems perceived by new faculty members in relation to personal factors of the individual instructors.

Basic Question 4.--Are there significant differences in the degree of difficulty of critical problems perceived by new faculty members in community colleges in relation to the institutional factors of size, or nature of control, or type of course taught?

Method.--Each of the major problems was examined in relation to the three control items through two stages of the analysis precisely as in Basic Question 3.

Findings -- All three institutional factors appeared to be significant factors in relation to all nine major problems. Out of the twenty-seven possible combinations of factors and problems, seventeen showed significant differences at the .05 or the .01 levels. When the three institutional factors were applied to the twenty-one problems in the second state of the analysis, twenty-six relationships of problems and factors were identified out of a possible sixty-three combinations.

These findings warrant an affirmative answer to Basic Question 4. There are significant differences in the degree of difficulty of critical problems perceived by new faculty members in relation to the institutional factors of college size, nature of control, or type of courses taught.

A Summary of Answers to the Three Major Questions Outlined in the Design of the Study

The answers to four questions in the design of the study are summarized as follows:

1. What are the characteristics of the community colleges participating in the study and what are the professional and personal characteristics of the new faculty members?

Institutional Characteristics of Participating Community Colleges

The 309 public community colleges and the 120 private community colleges participating in the study may be characterized as follows:

1. Participating community colleges are located in fifty states and territories of the United States.

2. Two-hundred sixty-four of the 309 public community colleges and forty-seven of the 120 private community colleges were located in fifteen states.

3. Sixty-six per cent of the community colleges listed in the 1961 Junior College Directory are represented in the study.

4. Seventy-nine per cent of the public community colleges listed in the 1961 Junior College Directory are represented in the study.

5. Forty-four per cent of the private community colleges listed in the 1961 Junior College Directory are represented in the study.

6. All enrollment categories are represented by the community colleges in approximately the same proportions as listed in the 1961 Junior College Directory.

A conclusion from the above summary of institutional data is that the 429 community colleges submitting data for the study are an adequate sample of all community colleges listed in the 1961 Junior College Directory geographically, by public and private institutions, and by enrollment.

Personal Characteristics of New Faculty Member Respondents in the Study

The 2,783 new faculty member respondents may be characterized as follows:

1. Their median age is thirty-three years, three-fourths of them being in the 20-39 age bracket.

2. Three of four are male.

3. Almost three-fourths are married.

4. Doctorates are held by 7 per cent, Master's degrees by 73 per cent, and Bachelor's degrees by 19 per cent. Only 1 per cent hold no baccalaureate degree.

5. They earned their highest degrees from institutions in fifty different states and four territories, and twenty-six of them earned their degrees in foreign countries.

6. Three out of four had no previous college teaching experience.

7. Their initial teaching assignments in the community college were in fields which included their major in highest degree in 90 per cent of the cases.

8. One out of three plan to stay in community college teaching with one out of four aspiring to senior college teaching positions.

2. Which problems do new instructors in community colleges perceive as being more critical than other problems?

New instructors in community colleges perceive many different kinds of problems. These may be problems of an instructional nature, a personal nature, or they may be of an institutional nature associated with the fundamental purposes of the commun ity college. Institutional items associated with the structure policies and procedures of the individual college were also identified as problems as were some items of professional improvement. The problems were obtained from a survey of the literature and from previous studies.

The major problems which ranked highest in frequency, difficulty, and persistence were:

1. Lack of time for scholarly study.
2. Adapting instruction to individual differences.
3. Dealing with students who require special attention to overcome deficiencies.
4. Acquiring adequate secretarial help.
5. Understanding college policies regarding teaching load.
6. Challenging superior students.

7. Obtaining needed instructional materials.

8. Grading or marking students' work.

9. Understanding college policies to be followed in curriculum development and revision.

3. "What kinds of administrative procedures for orienting new faculty members are now being used in community colleges" and "Which orientation procedures were identified as being most helpful by new community college instructors?"

All the nineteen procedures obtained from a review of the literature and from previous studies which appeared in the questionnaire were being used by community college administrators in the orientation of new teachers to a greater or lesser extent, depending upon the particular procedure. The respondents identified five orientation procedures as being particularly effective. These were:

1. Further materials such as schedule, course outlines, texts, and faculty handbook should be supplied upon appointment.

2. An orientation conference with the department head should be arranged upon appointment.

3. A lighter teaching load should be set up for new faculty members.

4. Regular departmental meetings should be held.

5. A faculty sponsor should be provided for each new faculty member.

Eight problems which had the highest helpfulness ratings were:

1. Further materials, such as schedule, course outlines, texts, and faculty handbook furnished upon appointment.

2. Administrators make themselves readily available for individual conferences with new faculty members.

3. Orientation conference with department head arranged upon appointment.

4. Lighter teaching load set up for new faculty members.

5. New faculty member expected to report to the college several days before opening.

6. New teacher introduced to the faculty soon after arrival.

7. Personal letter of welcome sent after acceptance of appointment.

8. Descriptive material (catalog, pamphelts) supplied before appointment.

Are the Administrative Procedures Now in Use Relevant To the Solution of Problems Which New Instructors in Community Colleges Identify as Critical?

There was no device in the study to link problems identified with procedures designed to solve the problems so identified with one exception. The problem, Understanding college policies regarding teaching load, seems to have a partial solution in the procedure, Setting up a lighter teaching load for new faculty.

To answer this question, therefore, the nine major problems identified in the study were compared to the administrative procedures identified as being most helpful by the new community college instructors. The comments of the beginning community college instructors were often relevant to this point.

1. Lack of time for scholarly study, the most important problem in frequency, difficulty and persistence would be less critical if administrators would set up a lighter teaching load for new faculty members. None of the nineteen administrative procedures were specifically linked to this problem.

2. Adapting instruction to individual differences, and

3. Dealing with students who require special attention to overcome deficiencies are problems which probably cannot be solved directly by any of the five orientation procedures identified as being most effective. Eighty-seven per cent and 89 per cent, respectively, of the respondents who identified these items as being problems indicated that the problems persisted.

These related problems are inherent in all teaching situations. Their solution probably lies in knowing all there is to know about the individual student and the subject to be taught and then establishing a reasonable harmony between these two extremes. Certainly a deep respect for the individual human worth of each student is a prerequisite for any solution to these problems.

4. Acquiring adequate secretarial help. The solution to this problem is for the administrator to provide adequate secretarial help for the beginning teacher. Of course, this cannot mean that each beginning instructor is to be provided with a secretary. The prestige or status symbol of a position with a secretary perhaps influenced some of the responses to this problem. It is more economical to have secretaries do the secretarial work of the teacher and leave the instructor's time free for direct instructional duties than it is for the more highly paid and more highly skilled instructor to do the work of a secretary. This problem was more critical for public community college instructors than for instructors in private community colleges, for "young" instructors than for "old" instructors, for holders of a graduate degree than for those holding an undergraduate degree only, for first year than for second or third year instructors.

5. Understanding college policies regarding teaching load. This problem was more critical for "young" community college instructors than for "old" instructors, for first year instructors than for second and third year instructors; for those holding a Bachelor's degree only, than for those holding a graduate degree.

A lighter teaching load for new instructors in community colleges during the first term of teaching and a clearly established fair policy regarding teaching loads at all

levels of community college instruction seem to be somewhat lacking. Comments on this problem were numerous. The comments were directed both toward the desirability of a lighter teaching load for new instructors and toward the desirability of a clearly established fair policy of determining teaching loads. The administrative procedure, Lighter teaching load set up for new faculty, was only one of the administrative procedures with a direct link to a major problem.

6. Challenging superior students. As in the case of problems (2) and (3), no single administrative procedure or combination of procedures in a short orientation program can come to grips with this problem. The needs of superior students must first of all be recognized and various procedures must be tried in an attempt to meet these needs. Private community college instructors experienced more difficulty with this problem than teachers in public community colleges; instructors with no college teaching experience, and teachers in small community colleges considered it more difficult than teachers in large community colleges.

7. Obtaining needed instructional materials. This is a problem which can be solved by providing the instructional materials. It is pennywise and pound foolish to deny instructional materials to teachers and thus hamper their effectiveness. This problem was greater in difficulty for new instructors in private community colleges than for new instructors in public community colleges, for new instructors in small community colleges than for new instructors in large community colleges, and for instructors holding only a Bachelor's degree than for instructors holding an advanced degree.

8. Grading or marking student's work. This problem was ranked seventh in frequency, ninth in difficulty, and fourth in persistence. Comments indicated that the teachers were concerned but hesitant about seeking help in the solution of this problem. The guidance of a wise dean of instruction or department chairman would be extremely helpful in aiding the beginning instructor to solve this problem.

9. Understanding college policies to be followed in curriculum development and revision. Comments on this problem seemed to indicate that new teachers in community colleges are very much interested in the problem, but are hesitant to make a contribution in the area. The need is for a carefully prepared and explained policy whereby the new instructor can grow in his contributions toward curriculum development and revisions. The admonition, "But we've always done it this way," is repugnant to new instructors.

The major problems identified in the study cannot be solved by more or better administrative procedures concentrated into a relatively short orientation period. Persistent problems seem to require a re-examination of the basic issues involved over a longer period of time than the usual two or three day orientation program can provide.

Beginning instructors in community colleges are interested in becoming working and contributing members of the teaching staff in as short a period of time as possible. To this end, administrators should provide the three essentials to growth of people in any enterprise:

1. Security in their positions professionally.
2. A real concern for instructors as people.
3. The necessary freedom to work out solutions of their own problems.

Suggestions for Further Study

The following questions remain unanswered. Comments by the respondents and their reactions to certain problems bring them to the foreground.

1. What are the reasons for the differences in perception of problems between new instructors in public community colleges and new instructors in private community colleges?
2. Since teaching load was such a critical concern of many respondents, what is the optimum teaching load for the beginning community college instructor?

3. What is the reason for the apparent discrepancy in reactions to administrative procedures designed to alleviate problems of beginning instructors? On the one hand these new teachers individually often decry the increase of orientation devices, but collectively they favor the use of such procedures.

4. How can administrators in community colleges provide the atmosphere for growth of the beginning instructor by specific aids without infringing upon the necessary freedom of the individual in finding an effective solution to his own problems?

5. Is the degree of difficulty on major problems identified by new faculty members related to the turnover of faculty members in these community colleges?

6. Are there certain types of institutions which seem to be using better administration techniques for orienting new faculty members?

7. Is there any regional difference in the identification of problems of new faculty members in community colleges?

8. What is the new community college instructor's image of the community college?

Implications for Administrative Practices

On the basis of the findings in the study, the community college administrator desiring to improve orientation procedures should:

1. Identify the problems beginning faculty members perceive as most critical in the community college where they serve.

2. Find which administrative procedures now in use by the college are effective for solving these problems in the judgment of the instructors themselves.

3. Relate problems to orientation procedures effective in the solution of these problems.

4. Design new orientation procedures for problems not now being solved.

5. Isolate critical problems which are persistent and are capable of solution only on a long term basis.

6. Set up an in-service program for aiding new instructors in dealing with problems which can be solved only over a longer period of time.

7. Recognize that certain problems will recur and persist.

8. Recognize that changes in the individual college often produce new problems also for the beginning instructor.

9. Work with the faculty in improving orientation practices and in-service programs for new instructors.

10. Define the responsibility of the dean of instruction and the department or divisional chairmen in orientation and in-service programs.

11. Never be too busy for an informal chat with a beginning instructor. Maintain an open-door policy for consultation when the new instructor seeks help.

12. Remove the "pomp and circumstance" from orientation and in-service procedures. Encourage informal meetings of individuals and groups.

13. Be certain that each beginning instructor understands the fundamental purposes and objectives of the college.

14. Be certain that each new instructor understands precisely what is expected of him.

15. Be certain that each instructor has professional security and encouragement from the administrator, that the administrator is genuinely concerned with the growth of the individual as a person and as an educator, and grant him the necessary freedom and respect so that he can perform his duties to the best of his ability.

The foregoing implications are the product of the results of the study and of reading the many comments on the questionnaires as well as individual letters sent to the director of the study. They reflect the opinions, attitudes, and judgments of the 2,783 new community college instructors who participated in the study.

The unique features of each community college make it nearly impossible to generalize as to which problems are most critical to new instructors in a particular college. On the basis of the findings, however, it might be advantageous for the individual administrator to check with the beginning instructors regarding the nine major problems identified in the study and the five administrative procedures which were identified as most helpful, in order to determine whether these problems are the ones which are most critical in the community college where he serves, and whether the administrative procedures recommended might be applicable in the solution of these problems. To this end he might ask himself the following questions:

1. Do beginning instructors in this college have sufficient time for scholarly study?

2. Are new instructors in this college aided in adapting instruction to individual differences and in dealing with students who require special attention to overcome deficiencies? Is sufficient time provided for individual instruction?

3. Is adequate secretarial help provided for beginning instructors?

4. Are the policies of this college regarding teaching load fair to the new instructor? Are efforts being made to explain these policies to the new teaching staff?

5. Are new instructors aided in challenging superior students? How is this being done?

6. Are new instructional materials being provided and are beginning instructors being aided in the proper use of new materials?

7. Does the administration encourage the discussion of problems involved in grading or marking students' work for beginning instructors?

8. Are college policies involved in curriculum development and revision clearly explained to new instructors? Are new instructors encouraged to participate in and contribute to curriculum development and revision?

9. Are materials, such as a schedule of classes, course outlines, texts, and a faculty handbook supplied to the new instructor upon his appointment?

10. Is a conference with the department or divisional chairman arranged for the new instructor upon his appointment?

11. Is a lighter teaching load set up for the new instructor?

12. Are regular departmental or divisional meetings scheduled to aid the beginning instructor?

13. Is a faculty sponsor provided for each new faculty member?

These questions were formulated on the basis of the nine major problems identified in the study and upon the administrative procedures identified by beginning faculty members as being most helpful in solving their problems.